DOCUMENT RESUME

ED 336 483 UD 028 237

TITLE	Bilingual Education and Academic/Career Outreach for Newcomers (Project BEACON). 1989-90 Final Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Aug 90
CONTRACT	G00852031
NOTE	14p.; For the 1988-89 report, see ED 323 747.
AVAILABLE FROM	Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Asian Americans; *Bilingual Education; *Career Education; Chinese; English (Second Language); High Schools; *High School Students; Korean; *Limited English Speaking; Outreach Programs; *Parent Participation; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS	Elementary Secondary Education Act Title VII; New York City Board of Education; *Project Beacon

ABSTRACT

Project Bilingual Education and Academic/Career Outreach for Newcomers (BEACON) was evaluated at the completion of its final year (1989-90) of funding under Title VII of the Elementary and Secondary Education Act. Offering services to limited-English-proficient (LEP) students who were speakers of Chinese, Spanish, and Korean. During the 1989-90 year, 1,087 students received instruction in English as a Second Language (ESL), Native Language Arts (NLA), bilingual content areas, and career subjects. The project also developed instructional materials and offered staff development and parental involvement activities. Project BEACON was implemented at John Bowne, Newton, Francis Lewis, and Forest Hills High Schools (Queens). It met the following objectives: (1) ESL, (2) NLA, (3) content area subjects, (4) career education, (5) dropout prevention, (6) curriculum development, and (7) parental involvement. Statistical data are presented in one table. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336483

OREA Report

BILINGUAL EDUCATION AND ACADEMIC/CAREER
OUTREACH FOR NEWCOMERS
(PROJECT BEACON)
Grant Number: G00852031

1989-90

FINAL EVALUATION REPORT

UD028237

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Dibos
OREA - NY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BILINGUAL EDUCATION AND ACADEMIC/CAREER
OUTREACH FOR NEWCOMERS
(PROJECT BEACON)
Grant Number: G00852031

1989-90

FINAL EVALUATION REPORT

NEW YORK CITY BOARD OF EDUCATION

Gwendolyn C. Baker
President

Irene H. Impellizzeri
Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra
Members

Joseph A. Fernandez
Chancellor

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her Local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws may also be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office for Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

8/90

BILINGUAL EDUCATION AND ACADEMIC/CAREER OUTREACH
FOR NEWCOMERS
(PROJECT BEACON)
1989-90

SUMMARY

- Project BEACON was fully implemented. During the 1989-90 school year, students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content areas, and career subjects. The project also developed instructional materials and offered staff development and parental involvement activities.

- The project met its objectives for E.S.L., N.L.A., content area subjects, career education, dropout prevention, curriculum development, and parental involvement. It partially met its objectives for staff development.

Project BEACON completed its final year of a two-year renewal of Elementary and Secondary Education Act (E.S.E.A.) Title VII funding. The project offered 1,087 Chinese-, Spanish-, and Korean-speaking students of limited English proficiency (LEP) the opportunity to develop English and native language skills while they strengthened their knowledge of academic subjects and increased their career awareness. Project BEACON operated at Newtown, John Bowne, Francis Lewis, and Forest Hills High Schools in Queens.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Participating Students	1
	Staff	1
II.	IMPLEMENTATION	2
III.	OUTCOMES	3
	Instructional	3
	Noninstructional	4
	Follow-up of Program Participants	6
IV.	CONCLUSIONS	6

LIST OF TABLES

		PAGE
TABLE 1	Student Achievement in Content Area Courses and Career Education	4

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Bilingual Education and Academic/Career Outreach for Newcomers (Project BEACON). The project completed its fifth and last year of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.).

Project BEACON provided Chinese-, Korean-, and Spanish-speaking students of limited English proficiency (LEP) with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects taught bilingually, and career preparation. The project operated at John Bowne, Newtown, Francis Lewis, and Forest Hills High Schools in Queens.

PARTICIPATING STUDENTS

The project admitted 1,087 students to the program during the course of the year. Of this number, 377 attended both semesters, 410 attended fall only, and 300 attended spring only. (Total fall attendance was 787; total spring attendance was 677.) Most students were recent immigrants from China, Korea, or Latin America and qualified for the schools' free-lunch program, indicating that family income was at the poverty level. Many students worked after school to supplement family income.

STAFF

Program staff funded by Title VII included a project director, a resource specialist, two paraprofessionals, a family assistant, and a secretary. The project director held a Ph.D. and was fluent in both Mandarin and Cantonese as well as English.

The resource specialist who served in the fall of 1989 spoke both English and Chinese, and the resource specialist during the spring spoke Spanish and English; both held master's degrees. The two paraprofessionals held associate's degrees; one spoke English and Korean, the other English, Chinese, and Vietnamese. The family assistant (who held a master's degree) and the secretary were both bilingual in English and Spanish.

II. IMPLEMENTATION

Students were eligible for the program if they scored at or below the 40th percentile on the Language Assessment Battery (LAB). Program staff used students' records to determine appropriate content area placement.

The project offered beginning, intermediate, advanced, and transitional levels of E.S.L. All project students took two periods of E.S.L. each day. The project offered N.L.A. courses in Spanish and Chinese at the beginning, intermediate, and advanced levels; a funding cut prevented the teaching of Korean N.L.A. Chinese- and Spanish-speaking project students took one period of N.L.A. daily.

The project also provided support services in counseling, parental involvement, staff development, and curriculum development.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Program students will make statistically significant gains in English, as measured by the LAB.

Matching data were available for 567 students. The mean gain was 8.5 Normal Curve Equivalents (N.C.E.s) (s.d.=12.6), and analysis indicated a significant ($p<.05$) improvement between pretest and posttest LAB scores.

The project met its E.S.L. objective.

Native Language Arts

- Hispanic, Chinese, and Korean students will show significant increases in N.L.A. achievement, as measured by teacher-made tests.

N.L.A. achievement data were available only for Spanish- and Chinese-speaking students since N.L.A. was not offered for Korean-speaking students. In the fall semester, data were available for 486 students; 84 percent of them achieved a passing grade of at least 65. In the spring semester, data were available for 502 students; 87 percent passed.

Project BEACON met its N.L.A. objective.

Content Area Courses

- Seventy percent of students will achieve the passing criterion of 65.

In both semesters, at least 76 percent of the students earned a passing grade of at least 65 in mathematics, science, and social studies. (See Table 1.)

The project met its content area course objective.

TABLE 1

Student Achievement in Content Area Courses and Career Education

Subject	Fall Semester		Spring Semester	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	487	81.3	511	76.3
Science	356	82.6	457	80.1
Social Studies	486	85.8	558	83.7
Career Education	98	91.8	94	89.4

- Over 76 percent of students passed their content area and career education courses both semesters.

Career Education

- Seventy percent of students participating in career courses or activities will improve their knowledge of careers, as measured by final course grades.

Since at least 89 percent of the students passed their career education courses, Project BEACON met its objective for career studies. (See Table 1.)

NONINSTRUCTIONAL

Dropout Prevention

- Program students will have a dropout rate equal to or less than that of mainstream students.

None of the program students dropped out during the year; therefore, the program students' dropout rate was less than the four- to five-percent dropout rate of mainstream students ($p<.05$). The project met its objective for dropout prevention.

Staff Development

- Eighty percent of the staff will participate in staff development activities.

All Project BEACON staff members attended in-school staff development activities, ranging from monthly departmental meetings to schoolwide training sessions. The project met its first objective for staff development.

- Fifty percent of program staff will complete a minimum of six credits or a Master's degree in a related discipline.

The project did not meet its second objective for staff development, partly because funds for staff to attend college courses were eliminated.

- Seventy percent of the staff will attend at least one conference on E.S.L., bilingual, or career education.

The project director reported that five staff members (83 percent) attended at least one conference on E.S.L., bilingual, and/or career education. The project met its third objective for staff development.

Curriculum Development

- The program will develop the following curriculum units: one unit each for exploring careers and job survival skills; one for either bilingual mathematics, science, or social studies; and a bilingual guide in the pre-occupational areas.

Project BEACON staff developed all curriculum units and bilingual guides as specified in the objective. Therefore, the project met its objective for curriculum development.

Parent Involvement

- At least 100 parents of LEP students will participate in parents' training courses.

One hundred twenty parents of LEP students participated in E.S.L./citizenship classes. As a result, Project BEACON met its first objective for parent involvement.

- At least 300 parents will participate in their children's program and school meetings, functions, and cultural enrichment events.

The project held several parent/staff meetings and cultural functions, which more than 300 program student parents attended throughout the school year. The project met its second objective for parent involvement.

FOLLOW-UP OF PROGRAM PARTICIPANTS

Of the students served, 114 transferred to another school or program, three left the United States, six graduated, and 62 were fully mainstreamed. The program did not supply data on the academic achievement of mainstreamed students who had previously participated in Project BEACON.

V. CONCLUSIONS

Project BEACON provided instruction in E.S.L., Spanish and Chinese N.L.A., and bilingual instruction in the content areas and career education at Newtown, John Bowne, Francis Lewis, and Forest Hills High Schools in Queens. The project was successful in meeting all of its instructional objectives, as well as its noninstructional objectives for dropout prevention, curriculum

development, and parental involvement. Project BEACON also met two of its three objectives for staff development.

The strength of this program was its success in meeting both its instructional and noninstructional objectives. The project director said that this was made possible, in part, by the cooperation of the participating principals. When funding was cut, these principals continued to support the program and absorbed the cost of salaries and other expenses previously covered by Project BEACON.